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ABSTRACT

The final report of a UNESCO meeting of experts on the content of education in the perspective of life-long education, held October 20-5, 1975, in Paris, is presented. Educators and researchers from around the world attended, as well as various UNESCO affiliated directors. A working paper was placed before the meeting which covered the following points: implications of the concept of life-long education for the content of education; reconciling the various functions of education; problems of distribution of content in the perspective of life-long education; and, contemporary problems and interdisciplinarity. Appended material includes: an outlined formulation of conceptual problems and proposals resulting from participant discussion of the report; a list of 10 topics suggested by participants for UNESCO action or encouragement; and a list of participants. It is stated that while life-long education would not mean de-schooling, it no doubt would mean changing the traditional character of school through a wide opening on the world of work, on the living culture, and on the moral and spiritual values of the world of today. (LH)

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MEETING OF EXPERTS
ON THE CONTENT OF EDUCATION
IN THE CONTEXT OF LIFE-LONG EDUCATION

(Paris, Unesco House, 20-25 October 1975)

FINAL REPORT

I. INTRODUCTION

1. A meeting of experts on the content of education in the perspective of life-long education was held in Unesco House, Paris, from 20 to 25 October 1975, in pursuance of provisions made in the work plan under resolution 1.221.1 adopted by the General Conference at its eighteenth session. The meeting (Category VI) brought together 22 educators or researchers responsible for or specialized in curriculum development, as well as two directors or staff members of national development centres or institutions associated with Unesco under the Unesco United Nations Development Programme and four experts assigned to those institutions, and three directors or staff members of Unesco regional offices for education. Four experts who had also been invited were unable to attend. Two representatives of institutions of the United Nations system, one observer from a regional intergovernmental organization and one observer from a Member State, and nine observers from international non-governmental organizations also attended.

2. A working paper (ED-75/CONF.609/COL.3) was placed before the meeting and a number of reports on other meetings organized by Unesco and related to the subject under discussion were made available to participants as background documents.

3. The meeting was opened by the representative of the Director-General, Mr. René Ochs, Director, Division of Structures and Content of Life-long Education. He indicated the place of the meeting in the sequence of Unesco's activities concerned with curriculum development and related issues and defined its purpose as seen by the Director-General and the Secretariat; namely the implications of the concept of life-long global education for the content of education identifying certain problems raised by such an approach and making concrete proposals for activities research and studies that might appear necessary for further progress in this direction.

4. The meeting elected its bureau as follows:

Chairman:	Mr. A. Bagunywa	(Uganda)
Vice-Chairmen:	Mr. J.C. Fajardo	(Peru)
	Mr. P. Kirpal	(India)
	Mr. L. Legrand	(France)
	Mr. W. Okon	(Poland)
Rapporteur:	Mr. L.B. Daniels	(Canada)

5. There were eight meetings of the group. Mr. G. Vaideanu, Chief of the Section of Content and Structures, acted as secretary.

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II. IMPLICATIONS OF THE CONCEPT OF LIFE-LONG EDUCATION FOR THE CONTENT OF EDUCATION

6. The concept of life-long education has its origins in the distant past, and features in the works of a large number of philosophers and educators, but in its recent form it stems largely from the practice of adult education and from the core of ideas and new opportunities to which this has given rise; it is therefore bound up with the desire to meet the growing demand for education which is characteristic of our age and with a movement in favour of democratization. The latter entails not only general access to education but also equality of opportunity, to be achieved through educational programmes adapted to the aspirations, characteristics and needs of the different age groups and the various socio-economic and occupational categories. The "life-long education" approach is also associated with the fact, which has already been referred to, that as school systems for obvious reasons of finance, cannot meet the whole of the demand for education, it is essential to deploy all the educational resources of society to this end. This is of particular relevance to many of those developing countries, where the unit costs of educational systems inherited from the colonial powers are exceedingly high in relation to their resources. Moreover, these systems are ill suited to their economic and social conditions and cultural values, whereas in certain parts of the world traditional educational practices conformed much better to the principle of life-long education.

7. Added to this is the fact, firstly, that in a society dominated by abundance and variety of communication media and messages, it is plain that knowledge, values, attitudes and skills are increasingly being acquired and moulded outside school. Secondly just as education is not mediated solely by the scholastic institution, it is also not restricted in time to the period of full-time schooling but, on the contrary extends over the entire span of human life and is thus, in temporal terms, a continuing process as well as being in social and spatial terms, a global process. The increase in the volume of knowledge and the increasingly rapid obsolescence of what is learnt make it impossible to restrict learning to the period of schooling and compel the individual to supplement and renew his knowledge throughout his life, both as regards general education and as regards professional qualifications. This implies far-reaching changes in the goals and modalities of the educational process; education ceases to be identified with a particular period of life which differs from subsequent phases, and is no longer even regarded as a preparation for life: education and life are intimately bound up with one another. Not only should education prepare each individual to face the range of responsibilities which will devolve upon him throughout life as an autonomous being, as a member of a family and of a community and as a citizen and a producer, but it should also be a unifying factor in his various successive experiences, and help him to view himself and find his bearings in terms of a changing environment and - as a natural consequence of the democratic approach to society - to become involved in the process of change and in the economic and social progress of his community. The education of the "complete man", as outlined in the report of the International Commission on the Development of Education, is therefore a global education as well as being a life-long education: its aim must be systematically to attain the ideal which, in fact, has always been that of educators and philosophers even though it has generally been betrayed in actual educational practice, the ideal of the harmonious and balanced education of the individual within the polis.

8. Therefore life-long education, a response to the new functions and aims of education, requires a restructuring of the educational systems as well as a renovation of their content.

9. In an effort to promote life-long education one should not consider it as a new dogma or a new form of education to be substituted for existing systems. In fact, life-long education is neither a system nor a model. It should develop

from elements already to be found in educational practice and from which one could start to promote it. It is for each country to adapt its own system in view of the life-long education concept, finding formulae which would reflect and suit economic, social and cultural conditions.

10. It has been observed that the concept of life-long education not only refers to an educational approach which is not embodied in a school system but also that it is a normative concept. However, adding new components, for instance non-formal education programmes, to existing educational institutions, would not amount to bringing about life-long education. Life-long education is not the extension of schooling. One has, if it is to be achieved, to re-think the present educational institutions, particularly initial education, in relation to those which are necessary for the purpose of life-long learning. In this sense one could say that no existing system fully responds to the requirements of life-long education. It implies certain desirable aims to be achieved. This is in keeping with the two-fold nature of education which is very much determined by political, social, economic and financial constraints as well as cultural and technological conditions on the one hand, but, on the other hand, is to some extent autonomous from society in so far as it can contribute to change and to the realization of a new political and social order. Life-long education from that point of view appears as a response to the requirements which education should meet in the present world if it is to bring about democratization, individual fulfilment and the development of the community from an economic social and cultural point of view.

11. In considering life-long education from the point of view of its implications for curriculum development and the renovation of the educational content one should bear in mind in addition to the above requirements what can be termed as normative characteristics: the basic assumption that education should both take into account change and prepare the learner for change; the will to meet the growing demand for education and to bring about democratization by offering educational programmes so diversified as to meet the requirements of various groups and to correct disparities; the close linkage to be maintained between education and the physical, social and cultural environment; the innovative aspect of life-long education including the ability to mobilize and combine various educational agents and resources· its flexibility, its concern for the quality of life and the fulfilment of the individual's various aspirations.

12. Therefore, the life-long education concept, with its variety of purposes and characteristics underlies all aspects of the educational system and has implications for all of them. However, it is obvious that all aspects of the educational system cannot be altered at the same time and that an attack may have to be made on them and on the components of the education system in succession, however closely related they may be to others. This no doubt raises a serious problem of educational planning and strategy. While the present meeting is concerned with changes to be brought about in the content of education in order to promote life-long education, it is fully realized that this cannot be done without corresponding changes in other components of educational systems and a consideration of the nature of those systems.

III. RECONCILING THE VARIOUS FUNCTIONS OF EDUCATION

13. A balanced curriculum is a frequently used phrase, but one which is in the nature of a metaphor and which may well imply hidden norms. Also the term presupposes that there are distinguishable parts, elements and aspects which can be "in balance" or "out of balance". Traditionally balance has been thought of in terms of the number of subjects and of a certain time or number of periods devoted to a particular subject matter. This view of balance, however, is

inadequate for the concept of life-long education. Life-long education, if anything, implies a range of educational goals which is wider than is the case in traditional curriculum approaches, but it does not specify balance in itself. To identify "balance", two conditions must be met: to spell out the normative goals pursued; and to show by which selection and arrangement of content they can be reached.

14. One may remark that education, if it is to achieve the complex range of purposes related to individual fulfilment and social integration, has to conform to a list of heterogeneous categories: some used in traditional taxonomies refer to the individual aspects of the personality: cognitive, emotional, sensori-motors - while others such as the ethical and aesthetical ones are related to culture and society. In fact, one can very much question that the cognitive, emotional and sensory aspects can be sharply differentiated and such a distinction appears as largely artificial.

15. Moreover, one should bear in mind that taxonomic objectives often are derived from evaluation objectives which by nature have to be quantifiable. They may ignore the more subtle and less easily grasped aims of education which are related to society and culture. In this connexion, one should also remember that such taxonomies should not be used to create the aims assigned to an education system which are assigned to it by the political, economic, social and cultural goals stated in the national policy of the country. A taxonomy can best serve to translate the aims into learning objectives measurable in terms of behavioural changes. In fact, developing a taxonomy for cultural and social objectives, although it requires more refined instruments, should be attempted. Therefore, whatever the merits of a classification of education objectives - and many types of such classification have been proposed - they should not be substituted for the ends of education and one should not be mistaken about what it is intended to achieve; educating man for life, for individual fulfilment, for work and for social integration.

16. What is aimed at therefore is the harmonious development of the individual for life in his or her community and in the service of this community. The latter aspect is perhaps of special importance in the developing countries and there appears to be no conflict between individual development and the social rôle of the individual although individual balance and fulfilment may be sought as a prerequisite to the full contribution of the individual to the local, national and international community.

17. It appears therefore that educational content calls for something more complex than a quantitative balance of subject or the achievement of a list of behavioural objectives, but should be sought in terms of educational functions. From that point of view, it is easier to speak of correcting in balances, such as there are now to be found in existing educational curricula than of achieving balance. It is clear for instance that in a more and more technological world the strengthening of the technological and scientific component of education, particularly in the developing countries, is required to correct existing inadequacies observable in most systems. It also appears that education often fails to achieve in the child a much needed sense of security which is particularly necessary in a changing and dangerous world. Many aspects of the educational content should be changed for this purpose but one specific need immediately comes to mind, particularly in many newly independent countries: namely to eliminate the trauma created by the use of a foreign language in the initial phase of education which, as often as possible, could profitably be replaced by use of the mother tongue. More generally speaking, education should be more closely linked to culture and have a stronger component of aesthetic education and of moral education. Aesthetic and moral education should convey to the child both the national values which will firmly root him or her in his or her own culture and

the international values which are needed as a basis for the solidarity of mankind. Education should aim at developing the complete man and not only life-long integrated, but life integrating, thus reacting against the disintegration of life and of the individual which is so often brought about in the world of today.

18. The framework for defining educational content therefore is life itself which requires awareness, expression and transcendence.

19. By opening itself very widely on life and the community in all its aspects, working life, culture, human relations, the educational process not only widens its content but also changes its nature.

20. A new relationship has to be developed between the learner and the teacher who is no longer merely a transmitter of knowledge, but an educator and a guide, and who also learns in the course of the educational process. This relationship also includes the various groups of the community who are called upon to play an important rôle in education. The educator's ability to promote human values depends on his sensitivity to human problems which may be as important as or even more important than his scientific knowledge. The relationship between educator and learner, educational methods and the learning process, thus become an integral part of the educational content. The human aspect of education becomes prominent in a kind of education aimed at achieving the full development of man.

IV. PROBLEMS OF DISTRIBUTION OF CONTENT IN THE PERSPECTIVE OF LIFE-LONG EDUCATION

21. Life-long education can be seen as a continuous process which therefore calls for vertical integration of its components in successive phases. It also requires horizontal articulations of the school with the non-formal or out-of-school educational activities and programmes and of the various educational agents: universities, libraries, the family, mass communication media, the world of work, etc.

22. In this perspective one problem is of immediate importance: the content and rôle of the basic cycle of education. The need for establishing such a cycle as a first phase which should provide all citizens, children or adults, with the minimum content which all require for the purpose of individual development, for a useful rôle as a producer and as a citizen, and also as a basis for continuing their education, has been felt in many countries. A meeting of experts on the Basic Cycle of Education was organized by Unesco in 1974 in order to explore the problems thus raised. The meeting stressed that "emphasis should be placed not so much on the whole range of specific subjects as on those which develop the ability to learn, essential in the perspective of life-long education. For instance such subjects as can be described as languages - verbal, mathematical, plastic and dynamic or physical - are of particular value". This immediately raises the problem of the relationship between the basic cycle and the following phases of the education process, both in terms of structure and in terms of content.

23. A first question relates to the duration of the initial cycle. Of course it will vary according to the resources of each country concerned. One could remark, however, that the basic cycle of education can be considered both as corresponding to the minimum learning package required by all citizens and also as the maximum which many countries can afford to provide. Those countries may therefore tend to reduce the duration of the initial phase of education on the assumption that further educational opportunities, either formal or non-formal, will provide the necessary supplements. From another angle, a basic

cycle of education reflects a tendency, visible in many countries, to expand the educational provision and, in view of the fact that educational content adequate to discharge the various functions of education including preparation for further learning and providing immediately usable skills, requires more than the traditional type of elementary education. In many cases this has led governments to establish a cycle of a duration of nine years or more.

24. Again, the financial resources of each particular country will be a determining factor in this respect. However, there is a larger measure of agreement that the rapidly changing requirements of the economy and of categories of employment call for a strong component of general education before specialized vocational training. Every caution should be exercised, if life-long education is to result in ensuring better educational provision than in traditional systems and not in less education, as could be the case if the initial phase were reduced on the unrealistic assumption that further educational opportunities will be available. Also, even if such educational opportunities are provided they may not be used by culturally, socially or economically disadvantaged groups or individuals. This does not mean, however, that the duration of a given cycle cannot be reduced. According to many, experience shows, on the contrary, that this has been achieved successfully in certain countries, by eliminating overlaps between successive cycles or different programmes, and by resorting to more intensive or more efficient methods. Thus, the total provision of education offered to a learner can be maintained or even increased, while the economies made free resources for other educational needs.

25. The question also arises whether the basic phase of education should provide the same educational content for children as for adults. This content should be such as to create adequate motivations for the learner. Failing that, high rates of drop-outs will inevitably occur and this is also a problem to be faced when the duration of schooling is extended, thus keeping in educational institutions unwilling students. Greater motivation can perhaps be ensured, by direct contact with the world of work, recurrent patterns of education which provide work experience between two phases of studies, and career information. For drop-outs, life-long education should provide a second chance.

26. The problem of distribution of content between the initial phase and further phases of education also arises. If the initial phase should mainly aim at developing attitudes, aptitudes and ability to learn, should the content of the initial phase mainly concentrate on the acquisition of transferable skills? This may lead to a very formalized and void notion of educational content and it seems that subject-matter content remains necessary, would it be only to make it possible to relate education to the understanding of life's problems. This is also necessary if education in each phase is to be considered as both terminal and preparatory, which is consonant with the concept of education which implies both the possibility of acquiring further learning and of leaving the education system at various levels with the possibility of re-entry after periods of productive work.

27. An important issue regarding the distribution of educational content is related to the respective functions of these various components of the educational system. Life-long education, with its wide and flexible range of diversified educational activities designed in response to the needs of various groups, should call upon each educational agent to perform whatever rôle it is best equipped to discharge. The educational content of school therefore should not include what can best be acquired through non-formal activities, in the world of work, or in various sectors of the community. School, on the other hand, certainly retains its specific and essential rôle of presenting systematically and continuously those elements of educational content which require this type of acquisition and presentation. Adopting the concept of life-long education would mean that the monopoly of school as the only provider of knowledge has come to an end but it certainly does not mean the death of school.

28. School also appears to retain and even to acquire an important function in the perspective of life-long education: it is to turn into education, in the full sense of the word, what otherwise would be incidental learning or disorganized information. School must develop the critical mind, the ability to collect, select, analyse, interpret and synthesize information and messages which are abundantly provided by mass media and by society as a whole.

29. While life-long education would not mean in any way de-schooling, it no doubt would mean changing the traditional character of school through a wide opening on the world of work, on the living culture, on the moral and spiritual values of the world of today. The kind of general education provided by school as a core common to all learners will less and less retain the character of an academic type of education and will increasingly stress a technological and scientific approach to the study of the environment and moral and social issues. Also knowledge which remains as an important component of the education content can no longer be viewed and transmitted as a static content but should be conceived and imparted to the student in a perspective of change. Many activities of a non-formal character should become part of the school content and the integration of school and non-formal education should be conceived not only in terms of structuring, but also of the content of the two types of education, with the result that the boundaries between formal and non-formal education tend in fact to disappear.

V. CONTEMPORARY PROBLEMS AND INTERDISCIPLINARITY

30. Life-long education, in so far as it should help the individual to live in the world of today and tomorrow, should make ample room for the treatment of contemporary problems. "Contemporary", however, should not be restricted to those of the present since the root is in the past and the purpose of life-long education is to prepare for future change. An historical perspective is essential for the treatment of contemporary problems.

31. Such an approach requires that much emphasis be placed on two aptitudes, educability and adaptability which should be developed in every individual. More, however, is required, and focusing the content on contemporary problems should be viewed in the light of the "hidden curriculum" which is implicit in the concept of life-long education: the will to change the world for more justice and happiness. In this connexion one may say that what is at stake is the contribution of education to a new social and economic order, both at the national and at the international level, or in other terms, the redistribution of power for greater justice. A number of contemporary problems should therefore be the subject of a study by young learners if they are to be aware of existing conditions and of changes which appear necessary, and to which they can contribute, for a more equitable state of affairs. Among those problems which are often closely interrelated are peace, justice, development, with such issues as terms of trade between countries, industrialization, consumption and the management of the resources of the planet, co-operation between nations and also education. It appears that education itself should be part of the educational content, if all citizens are to use fully their right to education and to participate in the planning of the educational activities which should be offered to meet their requirements and those of the community.

32. The function of "conscientization" involving the strengthening of critical awareness thus assigned to education requires the factual and objective treatment of data which should be provided to the child if he is to grasp the realities of a world in the process of change. However, not only cognitive content is required. A proper approach to the problems of peace, justice, development, relations between men and nations also requires an ethical, spiritual, emotional content, the virtue of compassion, the practice of unselfishness, a

sense of responsibility to others, the respect of other individuals and other cultures. This again stresses the importance of the cultural and moral content of education in the perspective of life-long education. The study of major world problems also should provide the concrete content of education for international understanding since they are common to all nations and illustrate the solidarity of mankind. Unesco in its activities in the field of education for international understanding and co-operation has recently been placing growing emphasis on such problems as development, peace, human rights, population and environment.

33. Major world problems and moral issues lend themselves particularly well to an interdisciplinary treatment. However, interdisciplinarity sought by grouping closely related subject matters or in a more complete form in no way implies that disciplines should be ignored. On the contrary, those disciplines with their own method and epistemology and by their very specificity should be treated as being both necessary for a systematic training of the mind and for proper understanding of the world. As Jean Piaget notes "la réalité n'est pas parcellée" - "reality is not fragmented".

34. Interdisciplinarity therefore does not mean substituting the global approach for disciplines but a linkage of these disciplines which will make it possible for the individual to connect knowledge acquired in different contexts and from different angles. Topics can usefully be treated from different points of view, mathematics, physics, culture, etc., in a historical perspective. It is also possible to resort to various specialists and to various social groups in order to promote interdisciplinarity as they provide concrete knowledge of the problems and different approaches. However, knowledge provided in this context should not be particularized to the point of distortion and there is a problem of scientific and objective treatment which calls for co-operation between various groups of specialists and teachers.

35. Some claim that interdisciplinarity can also be achieved by an inductive process which starts with the observation of the problems of the community, continues with an analytical phase in school education, reverts to the community for testing and experimenting and may result in an enlargement from the local to the national and international level. Thus conceived an interdisciplinary approach requires a delicate treatment of the content, which makes it essential that teachers or educators should be adequately trained or retrained for this purpose. There are already examples of teachers being retrained in the community so that they can benefit from contact with concrete problems and situations. This again points to the close link which exists between content, methods and the relationship between educators and learners in the perspective of life-long education, which can only be defined as global if it is to develop a complete man and to account for an increasingly complex world.

ANNEX I

CONCEPTUAL PROBLEMS AND CONCEPTUAL PROPOSALS CONCERNING LIFE-LONG EDUCATION

The discussion led to the formulation of certain concepts and of certain proposals referred to in the main body of the report.

1. Participants were urged not to confound three different types of questions:

   (a) conceptual questions (questions of meaning);

   (b) normative questions; and

   (c) empirical questions.

2. Apart from the concept of life-long education, a number of concepts frequently occurred in the discussions. For some of these participants attempted to provide definitions while others were used without definition:

   (a) Education. Several accounts of education were presented and discussed:

   the perfection of man;

   a deliberate, organized activity designed to cause intended changes in human personality;

   its use as a normative term to pick out certain achievements, having chiefly to do with understanding;

   throughout the discussion, "education" was often used to mean "the system of education";

   it was frequently reiterated that education and schooling are not synonymous concepts;

   (b) The term "life-long" obviously was taken literally and used to contrast with the idea of education as restricted in time to a certain early portion of a person's life. The key question of the conference thus was: if we view education as life-long rather than temporally restricted, what, if any, changes ought we to recommend as to the content and/or arrangement and distribution of content used in educating people;

   (c) Life-long learning. Although learning and education are very different concepts, the term "life-long learning" was used on occasion as synonymous with "life-long education";

   (d) Global learning/education. Several delegates stressed that programmes of life-long education do (or should) seek to promote global learning. This geographical metaphor was used to argue that education should be made available to all people and also to argue that the content of education should not be restricted to traditional academic content but encompass as well such things as: national languages and mother tongues and national cultures, self understanding preparation for leisure, the technological attitude, vocational skills, social commitment, etc.;

(e) Integrated learning/education. Delegates frequently expressed the belief that alienation, loss of purpose, confusion and insecurity are common to people in both the developed and developing nations. Some argued that life-long education should (or can) be designed to produce "integrated" learning thereby avoiding these evils and producing people who feel secure and at home in their environment;

(f) Basic and/or initial education. Both of these terms were used by a variety of participants. Those who favoured the latter term did so because they feared that use of the expression "basic education" might encourage programmes which restrict access for most people to the rudiments of education.

3. A number of other terms also occurred frequently in discussions: formal and informal education; needs; real experience; education of the whole person; education for life; general education; authentic learning; education in its totality; flexibility; processes; education for tomorrow; learning to learn; total environment; scientific; the learning society; relevance. The importance of obtaining standardized definitions of key concepts was stressed.

4. The problem of devising adequate taxonomies of goals and models for life-long education was discussed at length. The Working Paper uses or presupposes several category systems. (See, for example, paragraphs 17 and 18 where behavioural objectives and the trichotomous taxonomies of educational objectives are discussed - et passim.) Some are based upon content. (It was suggested that the work of Professor Paul Hirst of Cambridge University might provide an adequate framework for such taxonomies.) Others are based upon function. (See for example the discussion of competencies in the Working Paper and consider the categories "expansion", "innovation" and "integration" which were presented to the meeting.) Still others are based upon concepts used to talk about the general state of people after and during their participation in schooling. (Terms such as "educated", "trained", "indoctrinated", "active" and "productive" are used in this way.) Fourthly, some category systems are used to classify the logically different kinds of traits people can have. These might well be called "psychological" categories. (Terms like beliefs, propensities, attainments and skills are used in this way.) It was argued that no simplistic category system is likely to be of much value to those seriously interested in life-long education.

5. A variety of classification systems and models were proposed by participants and the insights to be gleaned from them explicated. Among these were:

(a) distinctions among the personal, social and cultural aspects of education. "Balance" in life-long education is not likely to be attained by emphasizing all three aspects at any one time in a person's education. Rather, greater emphasis must be given to a particular aspect at any one time and to other aspects at other times. But and this presents great problems for life-long education, when one stresses one of the aspects at a particular phase, one must nevertheless keep the other aspects in mind. Only thus can the life-long education objective of integration be fulfilled;

(b) education can be used to produce awareness, expression or transcendence. In seeking awareness one seeks to become more clearly aware of oneself, whereas transcendence demands uplifting the ego;

(c) education of the "whole person" must involve at least informative, collaborative and instrumental components;

(d) we should distinguish between life-integrated and life-integrating education;

(e) for life-long education we can consider the rôles people must play: (i) as a public person, a person is at once a worker, a local citizen, a national and a world citizen; (ii) as a private person one is both an individual and a family member

(f) a great variety of institutions may have educational impact upon persons. If these are to be co-ordinated, the following are required: definition of tasks; separation of elements of content; establishment of priorities; prevention of overlap and repetition;

(g) theories of curricula content choice are of four kinds: encyclopaedism (which stresses memorization), formalism (which stresses intellectual aptitudes), utilitarianism (which stresses practical activities), and functional materialism (which combines knowledge with its functions in the theoretical and practical operations of people);

(h) it is in general, impossible to distinguish between method and the content of education. Indeed, often processes should become the content of education;

(i) the importance was frequently stressed of distinguishing between passive and active views of education

(j) in discussing the sought outcomes of education, it is helpful to stipulate distinctions among aims, goals and objectives, the distinction to be based on level of generality

(k) where life-long education is concerned with values, educators must deal with: tolerance, responsibility and participation, leisure, job mobility, new social patterns, new dimensions of introspection and new morality. In the face of these we must seek educability and adaptability.

ANNEX II

TOPICS FOR STUDIES, RESEARCH, OR EXCHANGE OF INFORMATION SUGGESTED BY PARTICIPANTS

The following topics were suggested by participants in the course of the meeting for action or encouragement by Unesco:

1. combination of formal and non-formal education in a particular type of environment for varying categories of learners;

2. study of a global learning environment for identification and evaluation of diverse influences;

3. experimentations on ways of liberating people from "alienation" and emotional and socio-psychological disturbances;

4. cross-cultural studies of moral development with special reference to the work of Laurence KOHLBERG (USA) and Norman BULL (UK);

5. cross-cultural studies of normative reasoning competencies (surveys or studies) and experimental studies based on the work of John WILSON (UK), Milton MEUX (USA) or the Association for values Education and Research (Canada);

6. preparation of experimental studies and syllabuses for apprenticeship programmes;

7. international study of obstacles to access to education;

8. studies and assessments of: failures of the school institution; preparation and testing of educational programmes designed to promote flexibility and mobility, of a localized character and involving short cycles, with a problem-solving approach;

9. studies for the preparation of programmes designed to create in the developed countries an awareness of the need for reducing consumption in the interest of economic justice at the international level;

10. preparation and testing of teacher education programmes designed to help teachers establish and operate curricula based on local problems in relation to world contemporary problems;

11. establishment of a Unesco clearing house on life-long education;

12. study of possible international policy of open access to University education;

13. preparation by Unesco of texts on world problems for use in all countries.

ANNEX III/ANNEXE III/ANEXO III

LIST OF EXPERTS INVITED/LISTE DES EXPERTS INVITES/LISTA DE EXPERTOS

Dr. S. AL-JAMMAZ	Director-General, Curriculum Research and Teaching Media Ministry of Education Riyadh Saudi Arabia
Mr. A.M.K. BAGUNYWA	Director National Curriculum Development Centre P.O. Box 7002 Kampala, Uganda
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Sr. José Carlos FAJARDO	Sub Director de Investigaciones Educacionales del INIDE, Instituto Nacional de Investigación y desarrollo de la Educación, Ministerio de Educación Lima, Peru
Mr. Jonas GBOGBOHOUNDADA	Chef du Service des enseignements materiel et de base, Ministère de l'Education nationale Porto-Nova, Dahomey
Sr. Guillermo HERRERA	Calle Alboreda Sector Santa Gertrudis Edificio Macarapana 1-B El Peñón Caracas, Venezuela
Sr. Ricardo Marín IBANEZ	Seccion de Pedagogia Facultad de Filosofia y Letras Universidad de Valencia Valencia, Espagne
Dr. Prem KIRPAL	63-F Block Sujan Singh Park New Delhi 3, India
Prof. Denis LAWTON	Head of Curriculum Studies Dept. University of London Institute of Education Malet Street London WCIE 7HS, Great Britain

M. L. LEGRAND	Chef de Service Institut National de Recherche et de Documentation pédagogique, 29, rue d'Ulm 75005 - Paris, France
Mr. Walter MACK	Regierungsdirektor Ministère de l'Instruction Publique de Bade-Wurttemberg D-7 - Stuttgart Schossplatz 4, R.F.A.
Dr. MOEGIADI	Deputy Chairman Office of Educational and Cultural Research and Development Ministry of Education and Culture Jalan Menteng Raya 23 Jakarta, Indonesia
Mr. E.M. MUGIRI	Kenya Institute of Education P.O. Box 30231 Nairobi, Kenya
Mr. M.J. NSIBANDE	Chief Education Officer Ministry of Education P.O. Box 39 Mbabane, Swaziland
Prof. dr Wincenty OKON	Membre de l'Académie Polonaise des Sciences, 01-616 Warszawa ul. Mickiewicza 30 m 47, Pologne
Mr. Donovan A. PALMER	c/o Ministry of Education and Culture Port-of-Spain, Trinidad, W.I.
Mr. Bashir Ahmed PARVEZ	Director Technical Education Education Department Government of Punjab Lahore, Pakistan
Mr. W. PIERCE	Deputy Commissioner for Education Department of Health, Education and Welfare Washington, D.C. 2, U.S.A.
Sr. Ricardo ROJAS RODRIGUEZ	Rector Institute de Pedagogia Autoactiva de Grupos (IPAG) Centro de Investigación Educativa Carrera 32, N° 183-32 Bogota D.E., Colombia
Dr. El Demerdash A. SARHAN	Department of Education University of Kuwait POB 23558 Kuwait
Mr. Gopi Nath SHARMA	Co-ordinator National Curriculum Development Centre Ministry of Education

Mr. Michiya SHIMBORI	College of Education Hiroshima University 1-89 Higashisendamachi-Itchome Hiroshima, 730 Japan
Mr. J. SZARKA	Institut pédagogique national Gorkij Fasor 17-21 Budapest VII, Hongrie
Mr. Bengt THELIN	Bureau for Secondary Education National Board of Education Fack 106 42 Stockholm, Suède
M. Mamadou Moustapha WONE	Directeur de la Recherche et de la Planification Ministère de l'Education nationale Dakar, Sénégal

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Mr. I. HAFEZ	Unesco Expert, Higher Teacher Training College for Girls and Boys, Bahrain c/o Deputy Regional Representative of th the UNDP in Bahrain BOB 814 Manama, State of Bahrain
M.A. PLENEL	Conseiller technique principal Institut de Recherches pédagogiques (IRP) c/o Représentant résident du PNUD en Côte d'Ivoire B.P. 1747 Abidjan, Côte d'Ivoire
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Organizations of the United Nations System

Organisations du Système des Nations Unies

Organizaciones del Sistema de Naciones Unidas

Prof. Wolfang FRITSCHE — O.M.S.
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Mme. Ruth TARNOPOLSKY — B.I.T.
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Regional Intergovernmental Organizations

Organisations intergouvernementales régionales

Organizaciones regionales intergubernamentales

M. Herbert JOCHER — Chef de la Division de l'Education Extrascolaire
CONSEIL DE L'EUROPE
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Organisations internationales non gouvernementales

Organizaciones internacioneles no gubernamentales

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